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ABSTRACT

The student and subject oriented course outline of study for kindergarten through grade six was developed by the Social Studies Program of Title III ESEA Dartmouth-Lake Sunapee Center for Regional Innovation. It is intended for sequential use in the Upper Valley Schools of New Hampshire and Vermont. A primary objective of the course is that children be taught the basic concepts, factual data, attitudes and intellectual skills of the social scientist in an innovative, flexible manner in order to motivate the students toward understanding and solving problems. It is urged that the teacher understand this basic course objective and suggested that in-service teacher training may be necessary. This six year curriculum program is comprised of units containing studies of geography, economics, education and political science, providing important insights into generalizations, understandings and concepts. Kindergarten through second graders average 15 to 20 minutes per day comparing and contrasting their family life with families of other selected cultures. Third graders and fourth graders shift their study of village life. Fifth graders ask and explore what it means to be a human being. Sixth graders study American History using factual, biographical and "main idea" approaches. Suggested sequences of study are provided for each unit, along with charts, and multimedia materials. (SJM)

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OCT 2 1970

ELEMENTARY SOCIAL STUDIES

prepared for the use of schools of the Upper Valley Region of New Hampshire and Vermont under the auspices of the Title III ESEA Social Studies Program, Regional Center for Educational Training, Wilson Hall, Hanover, N.H. 03755

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COURSE OUTLINE

AND

RATIONALE

Title III ESEA
Dartmouth Lake Sunapee Center
for Regional Innovation
Social Studies Program

Regional Center for
Educational Training
Wilson Hall
Hanover, N.H. 03755

PREFACE

This outlined course of studies for elementary social studies (K-6) is one important product of the Social Studies Program of the Title III ESEA Dartmouth-Lake Sunapee Center for Regional Innovation. Supplementary unit booklets and position papers are also available.

The Title III ESEA Social Studies Program was funded in 1967 to serve the many teachers and schools of the Upper Valley area of New Hampshire. Through cooperation with Vermont Title III centers, the Social Studies Program has successfully crossed the Connecticut River and has been able to work in a number of Vermont school systems.

Teacher training has been the major purpose and achievement of the Social Studies Program; extension courses, conferences, classroom visitations, workshops, etc. From this continuing dialogue came, first of all, a realization that extensive revision of the social studies curriculum was necessary in almost all schools and classrooms. The next and logical step was to prepare some kind of "regional" social studies program--a basic outline of content, procedures, and resources that could be adapted into many Upper Valley schools.

It was never the intent to write a polished and complete curriculum that all teachers had to adopt. On the contrary, the intent has been to suggest a viable alternative to traditional social studies--an alternative which in turn could be adopted, adapted, or replaced by individual teachers and schools.

Many, many persons have been involved, directly and indirectly, in developing this social studies program and all of them deserve thanks and recognition. Special recognition should be given to three associates in the Title III Center: Dorcas Chaffee of the Title III Dartmouth Museum Program (MOVE), who has cooperated beyond the call of duty in developing supplementary artifact kits and Museum tours; Frank Hammond and David Miller, who coordinated the Social Studies Program efforts in their supervisory unions but who have also assumed without complaint many additional responsibilities.

Delmar W. Goodwin
Director

Hanover, N.H.
June 1, 1970

INTRODUCTION

RATIONALE FOR THE PROGRAM

Every social studies program, consciously or unconsciously, is based upon a complex set of decisions: (A) about the nature of the social studies; (B) about the needs, abilities, and interests of school children; (C) about the purposes of social studies education; (D) about the abilities and interests of teachers; (E) about the process of revising and enriching any social studies curriculum.

The following is a listing of some of the major decisions underlying and explaining this particular elementary social studies program. These decisions were made slowly and painfully over a period of two years in many teachers' meetings and workshops. These are also consensus decisions; some of the teachers disavow one or more of the decisions and many of the teachers would change wording or emphasis.

No attempt is made here to "prove" that these decisions are necessarily correct. The hope is that the reader, being informed about these decisions, can better understand and evaluate the course descriptions which follow.

DECISIONS AS TO THE NATURE OF THE SOCIAL STUDIES

(1) SOCIAL STUDIES EDUCATION IS MORE THAN, AND DIFFERENT FROM, SOCIAL EDUCATION.

Every teacher, including the teacher of social studies, teaches "social education", for example, courtesy, neatness, cooperation, punctuality. However, the social studies teacher is also a specialist interested in helping children learn the concepts, data, and skills of the historian and the social scientist. Social studies education denands special knowledge which may not be possessed by a math or English teacher, just as the math teacher may not be qualified, without special training, to teach social studies.

(2) THE SOCIAL STUDIES EQUAL HISTORY AND THE SOCIAL SCIENCES.

History, economics, geography, sociology, anthropology, political science--these are the college disciplines from which elementary social studies draws most of its data and concepts. Each of the disciplines is a special and valuable way of inquiring into man as a social being and in relation to his environment.

During the six or seven years of the elementary social studies program children should learn major concepts and information not only from history but also from all the social sciences listed above. However, during any one grade or study unit, some of the social science disciplines should be emphasized, or de-emphasized. For example,

children below grades 5 or 6 do not yet possess the sense of time necessary for serious study of history.

(3) IN SOCIAL STUDIES EDUCATION, FACTUAL DATA, CONCEPTS, ATTITUDES, AND SKILLS ARE ALL OF IMPORTANCE.

In any study unit, the teacher may decide to give special emphasis to one of these four basic components of social studies education. Individualization of the learning process means that the teacher must assess individual competence and assign specific remedial work. However, the total elementary social studies program (K-6 or 1-6) should insist that all four components are equally necessary to most children. Over-emphasis on memorization of factual data is an obvious and common failure in many classrooms. But an emphasis on concepts that ignores the importance of factual data as proof or evidence is equally deplorable.

(4) THE SOCIAL STUDIES ARE DEFINABLE AS: A COMPARATIVE STUDY OF THE COMPLEX INTERACTION BETWEEN MAN, NATURE, AND CULTURE WITH CHANGE AS AN ESPECIALLY VITAL DIMENSION OF THE INTERACTION.

Man is studied as he exists, and has existed, in many different places and times. He is studied as a dynamic creature, reacting to pressures, adapting to the new, creating a way of life that is at best in uneasy tension between what is or must be and what should be.

DECISIONS ABOUT THE NEEDS, INTERESTS, AND ABILITIES OF SCHOOL CHILDREN

(1) A LARGE AND INCREASING PERCENTAGE OF TODAY'S CHILDREN MUST BE EDUCATED FOR POST-GRADUATE EDUCATION.

The so-called"terminal student" is becoming rarer and more difficult to identify in early grades. Most students anticipate some kind of continuing education, whether in colleges, technical schools, or the armed forces. Social studies teachers, therefore, have a strong obligation to teach the skills and content necessary for enrollment and success in institutions of higher education. Therefore, also, the same basic learning experiences should be made available to all elementary school children.

(2) SCHOOL CHILDREN ARE INCREASINGLY ABLE AND WILLING TO UNDERTAKE TECHNICAL AND RIGOROUS STUDY.

School children, through newspapers, television, family conversation, reading, etc., are knowledgeable about the world and its problems. The major goal in social studies education is not to make the children aware of these problems but to give the skills, data, concepts, and attitudes necessary for understanding and handling them. Even in earliest grades, children are able to learn and use basic concepts of history and the social sciences.

(3) SOCIAL STUDIES EDUCATION MUST COUNTERACT EXCESSIVE AND UNTHINKING ETHNOCENTRISM AND EGOCENTRISM.

One major reason for stressing the study of cultures and the social sciences in early grades is to help the child locate himself securely in the large contexts of society, the nation, and the world. The child is deliberately confronted with a wide variety of peoples and ways of life because only thus can he meaningfully understand his own way of life. The child as a unique individual must be respected; the American child must respect his Americanism. But we live in a global world filled with global problems--the child must learn to place himself and his Americanism in a larger framework.

(4) YOUNG CHILDREN HAVE GREAT DIFFICULTY HANDLING THE CONCEPTS OF TIME THAT ARE ESSENTIAL IN A SERIOUS STUDY OF HISTORY.

The decision is to delay any serious effort to study history until the child is able to handle temporal and sequential development. Thus early grades emphasize the study of cultures and of the social sciences. In-depth study of history is delayed until grades 5 and 6.

(5) A PRIME NEED OF SCHOOL CHILDREN IS NOT TO ACCUMULATE MORE DATA BUT OR ORGANIZE DATA INTO MEANINGFUL PATTERNS OF UNDERSTANDING.

Much of the knowledge gained by children, in the classroom and outside of school, is fragmentary and isolated. A major task is to help the student develop the intellectual skills and conceptual structures necessary to asso-

ciate and synthesize information.

(6) THIS SOCIAL STUDIES PROGRAM IS "STUDENT-ORIENTED". IT IS ALSO "SUBJECT-ORIENTED".

History and the social sciences define and explain man's problems past and present--his follies and fancies, successes and failures--subject matter of intrinsic interest to school children and that helps them understand themselves and their world. The purposes of social studies education and the interest of students should be complementary--not in opposition.

The expressed needs and interests of students should be a major criterion in selecting specific areas of study. The individual should always be free, at times, to pursue his interests as he wishes, with a minimum of interference from teachers or other students. However, there is a broad area of social studies education which should become the common property of all children by the end of their elementary school years.

DECISIONS ABOUT THE OBJECTIVES OF SOCIAL STUDIES EDUCATION

(1) THE SOCIAL STUDIES ARE AS IMPORTANT AS, BUT NOT MORE IMPORTANT THAN, OTHER ELEMENTARY SCHOOL SUBJECT AREAS.

The request is for equal time and respect. The individual child may, of course, need special remedial work in social studies, even if one result is less time for

another subject.

Should social studies be integrated (or inter-disciplined) with reading, science, and the other subject areas? Sometimes yes, sometimes no. The danger is that social studies can be so far integrated that little is left that can be recognized as social studies. The ability to read, for example, should not be a prerequisite to social studies learning.

(2) SOCIAL STUDIES EDUCATION SHOULD HELP PRODUCE KNOWLEDGEABLE AND DEDICATED AMERICANS.

American school children should know about their nation, past and present; they should be committed to a rational yet humanistic way of solving problems within a democratic framework and an open society.

(3) CERTAIN BASIC FACTS, CONCEPTS, UNDERSTANDINGS, AND SKILLS SHOULD BE LEARNED BY ALL STUDENTS.

This program introduces a solid and basic core of knowledge, skills, and attitudes in earliest grades. This basic core is constantly reviewed in spiral fashion during subsequent years. Better students will obviously learn more and be better able to handle skills. But <u>all</u> students should be given ample opportunity to master what is important and basic in social studies education.

(4) AN ABILITY AND WILLINGNESS TO HANDLE PROBLEMS IS MORE IMPORTANT THAN KNOWLEDGE ABOUT THE PROBLEMS THEMSELVES.

Granted that data is important and that children should know about the problems of their world, the most important single task of social studies teachers at all grade levels is to help students learn how to handle problems, and to make them want to.

Granted that teachers should have the right to teach "controversial issues", the fact remains that such issues may be so emotionalized and so imperfectly understood that they may be substantially useless as teaching tools. Thus, the school child who is emotionally unable to handle American civil rights can study the same basic problems as they exist in South Africa.

To a considerable extent, it makes little difference whether a specific body of knowledge is learned, as long as the content given helps the student learn how to handle problems.

(5) IT IS NOTED AGAIN THAT THIS PROGRAM DISTINGUISHES BETWEEN SOCIAL STUDIES EDUCATION AND SOCIAL EDUCATION.

DECISIONS ABOUT THE TEACHER

(1) MANY SOCIAL STUDIES TEACHERS NEED IN-SERVICE TRAINING TO EFFECTIVELY HANDLE THE NEW SOCIAL STUDIES.

No teacher can be expert in all of the social sciences and in history, yet each teacher must have a sound grasp of the basic concepts, data, and skills being

presented to school children. Some kind of special training is increasingly obligatory to handle effectively the content and learning techniques of the new social studies.

(2) THE TEACHER MUST CONTROL THE LEARNING PROCESS.

Textbooks and other printed resources are valuable only if they assist the teacher in carrying out course objectives. The teacher must be prepared to create materials, to adapt what is available, and to make decisions as to "best" resources.

(3) EACH TEACHER MUST UNDERSTAND THE OBJECTIVES OF EACH GRADE AND OF THE TOTAL PROGRAM.

In a sequentially-developed program, the learning at each grade level is an important foundation for later grades. There must be constant dialogue among teachers of adjacent grades to ensure best implementation of total elementary Social Studies objectives.

BASIC DECISIONS ABOUT SOCIAL STUDIES CURRICULUM REVISION

(1) THE BEST ELEMENTARY SOCIAL STUDIES PROGRAM HAPPILY BORROWS AND ADAPTS MATERIALS FROM MANY SOURCES.

Commercial textbook producers and experimental centers are producing a wealth of resources. Seldom if ever will a teacher or school system find a textbook series, or any

canned program, which will satisfy specific classroom and school needs.

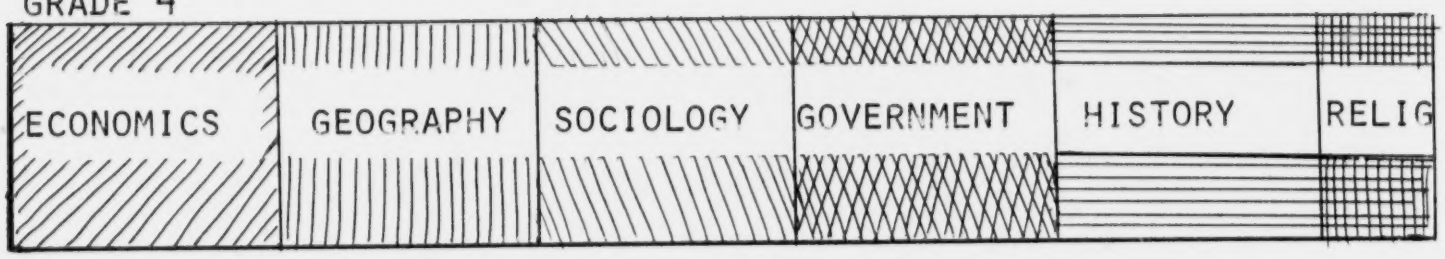
This program has borrowed freely from many books and resources, and recommends specific items for specific study units on the assumption that even better materials will be marketed for adaptation into a program that needs constant re-evaluation and adaptation.

(2) ANY SOCIAL STUDIES PROGRAM MUST BE DIRECTLY GEARED TO THE COMMUNITY IT SERVES.

It is a mistake to assume that a course successful in one school will be successful elsewhere. Each teacher is encouraged to adapt this program to fit student and community needs.

THE TEACHING OF DISCIPLINES
GRADES K - 4

GRADE 4



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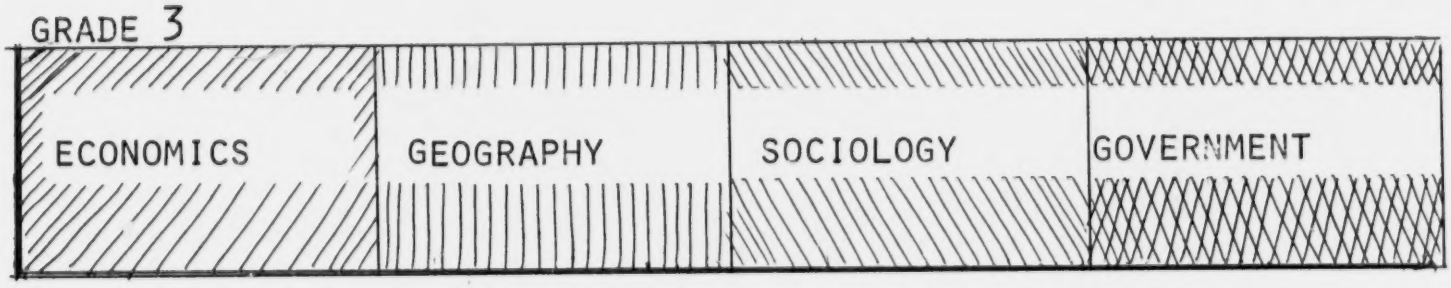

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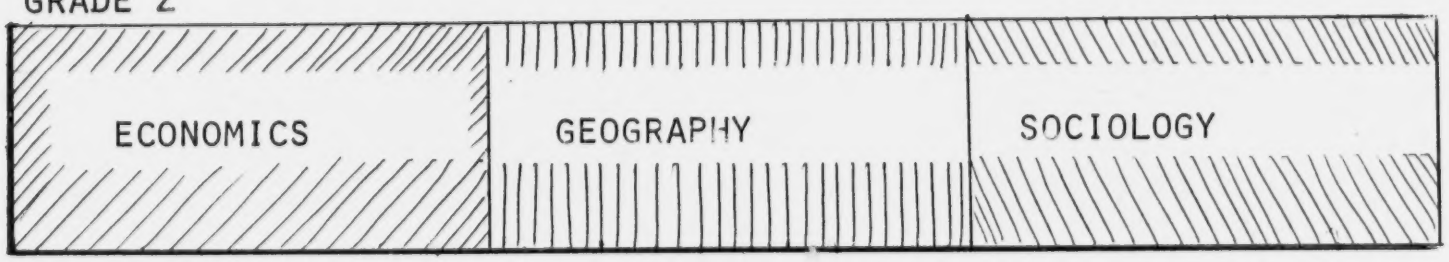

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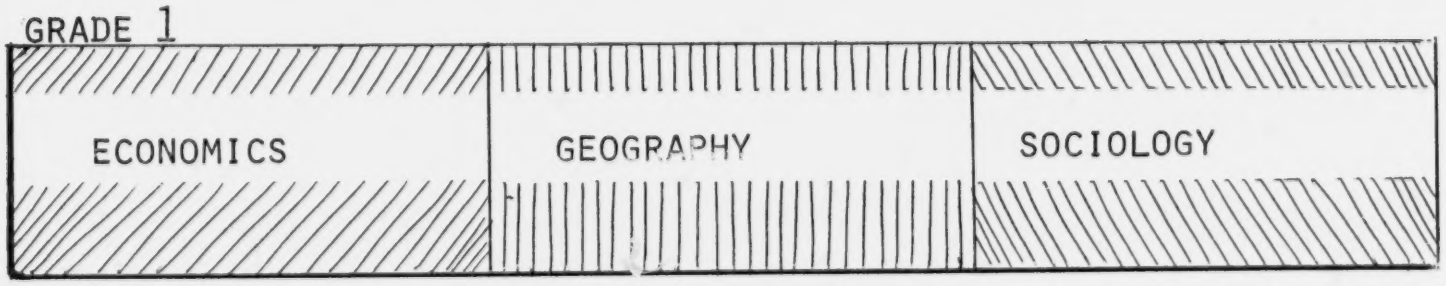
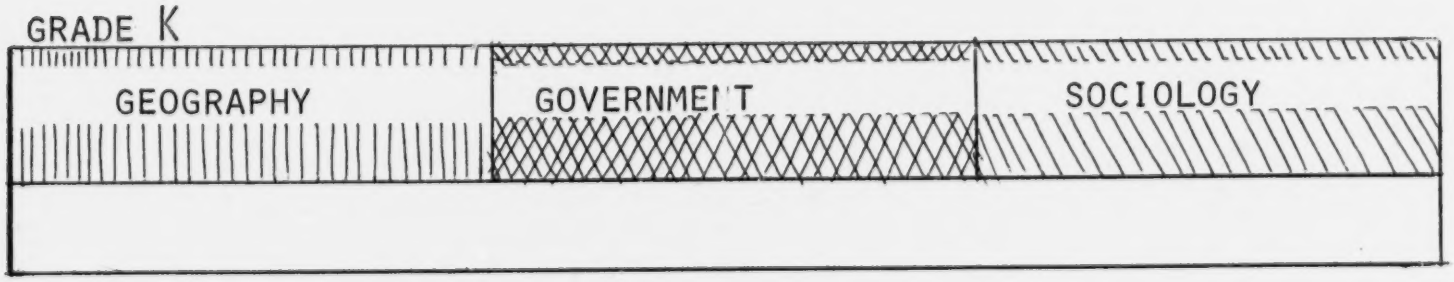


GRADE K



K	READINESS PROGRAM				GR. K
	OUR SCHOOL	MAP AND GLOBE READINESS SKILLS, ATTITUDES	AN INTRODUCTION TO THE GLOBE	LEARNING ABOUT CHILDREN IN OTHER LANDS	
1	THE HOPI FAMILY SEMI-DESERT		THE ESKIMO FAMILY THE ARCTIC	OUR FAMILY NORTHERN NEW ENGLAND	GR. 1
	Map and globe skills		perception skills	inquiry skills	
2	THE ABORIGINE FAMILY AUSTRALIA DESERT		THE QUECHUA FAMILY THE HIGH ANDES	OUR FAMILY NORTHERN NEW ENGLAND	GR. 2
	Map and globe skills		perception skills	inquiry skills	
3	AFRICAN IBO VILLAGE	ALGONKIN INDIAN VILLAGE	NEW ENGLAND PIONEER VILLAGE	OUR VILLAGE	GR. 3
	PHYS. GEOG. OF AFRICA	EASTERN WOODLANDS	PHYS. GEOG. NEW ENGLAND	CHANGES IN HABITAT	
	Map and globe skills, Perception skills,		Study & research skills, critical thinking		
4	INDIA VILLAGE	JAPAN VILLAGE	U.S. VILLAGE		GR. 4
	PHYS. GEOG: INDIA, SOUTH ASIA	PHYS. GEOG: JAPAN, EAST ASIA	PHYS. GEOG: UNITED STATES		
	Map and globe skills, Perception skills, Study & research skill, critical thinking				
5	EARLY MAN	EGYPT, GREECE AND ROME		EUROPE	GR. 5
	PREHISTORIC MAN	NEAR EAST CIVILIZATIONS	CLASSICAL GREECE / THE ROMAN HERITAGE	MEDIEVAL EUROPE	AGE OF EXPLORATION, COLON.
6	U. S. HISTORY				
	AMERICAN HISTORY - SIXTEENTH CENTURY TO THE PRESENT				

REGIONAL SOCIAL STUDIES PROGRAM

KINDERGARTEN SOCIAL STUDIES
or
FALL OF GRADE ONE, WHEN KINDERGARTEN IS NOT PROVIDED

Rationale:

1) The child's first months of school are a time for development of "readiness" skills and attitudes. This program sees four areas of readiness which are important to young children and which are also preparatory to social studies in grades one and two.

2) This kindergarten (or fall of first grade) program is very concerned with the development of skills and attitudes and is not specifically concerned with memorized facts. Young children may of course learn some factual content, but the success of this readiness program should be measured by the skills, attitudes, and understandings developed by the children.

3) This program is based on the belief that it is highly desirable, though not essential, that all kindergarten children (to the limits of their abilities) should develop certain social studies readiness skills and attitudes. Other skills and attitudes which may be broadly classified as social studies should also be learned. Children should certainly experience the excitement of discovery based on their own interests and activities.

4) The learning involved in this social studies program should be very flexible; flexible in materials made available to children and in teaching strategies. It should also be very flexible in time allocation; on some days the teachers and children may want to spend an hour or more on "social studies", on other days ten minutes (or zero minutes) may suffice.

This kindergarten social studies program is divided into four units:

(Note however, that the teacher should not attempt to maintain four separate and distinct units. The skills and attitudes to be developed cut across these units; the units therefore should be integrated where possible.)

1. Our School

2. Map and Globe Readiness Skills and Attitudes

3. An Introduction to the Globe

4. Learning about Children in Other Lands.

UNIT I - OUR SCHOOL

(The following listing of objectives is adapted from the Grade One Social Studies Teacher's Guide of the Contra Costa (California) School. Copies of this grade one syllabus can be obtained from Addison-Wesley Publishing Company, Inc., Reading, Massachusetts. This syllabus suggests teacher and pupil activities, and has a list of books, movies, film strips, etc.

Additional materials of value, especially filmstrips. have been published and are readily available. Also, many of the commercial textbooks recently published for kindergarten and grade one contain pictures, stories, and other materials of great value to teachers and youngsters in learning about the schools.

Remember this is a readiness program.

1. School is a place where young children learn many things.

    1). Young children learn to get along with each other.

    2). Young children learn, in school. to make rules for work and play.

    3). Young children learn to draw, to listen, to make things, etc.

2. Many people cooperate to provide schools for children.

    1). Teachers work and play with children in their classrooms and on the playground.

    2). The principal runs the school.

    3). Custodians help keep the school clean and safe.

    4). Bus drivers bring some children to school.

    5). Secretaries answer the office phone and help the principal, teachers and children.

    6). In some schools, people cook and help prepare and serve meals for children and teachers.

    7). In some schools, librarians help children to find books.

    8). Parents and other adults pay taxes necessary to build the school, to provide learning materials, and to employ teachers and other school adults.

9). Older children help younger children in school

3. Schools have rules designed to keep children safe from injury.

   1). Young children should obey safety rules when walking to school, or riding on a bus, or riding in a car.

   2). Teachers and parents expect young children to obey rules of safety when playing on the playground or other places.

   3). A fire drill is a special rule that everyone must follow.

4. School is a place for all children. Different children may feel differently about being in school.

   1). Children do some things in school which they like, but they may also be expected to do some things which they do not like to do.

   2). Children may like to do some things which are not permitted in school, or only at certain times.

   3). Some things at school are easy and fun to do; other things are hard to do, and not much fun.

UNIT II - MAP AND GLOBE READINESS SKILLS AND ATTITUDES

Teachers are referred to the separately produced Teacher Checklist for Map and Globe Readiness Skills.

In kindergarten, children should be given many, many experiences designed to help them:

1). Develop perception of objects in relation to themselves and to other objects --

Some objects are higher or lower than others.

Some objects are immediately below, or directly overhead.

Some objects are farther away, or nearer.

Some objects touch, or are very much separated.

Some objects are away from the child in about the same direction - or in a different direction, etc.

2). Understand the meaning, use and importance of symbols.

3). Develop some insight into scale - that a large object can be drawn as a small object, or that a small object can be drawn as a larger object.

4). Understand that maps (and other pictures) show some things, but not all things.

Note that these map and globe skills and attitudes are equally applicable and learnable in many areas of the child's experience - in reading, in science, in play, etc.

UNIT 3 - AN INTRODUCTION TO THE GLOBE

It is strongly recommended that every kindergarten classroom have at least one globe of the earth. This globe should be as large as possible (a globe 16 inches in diameter can be bought for around $25). This globe should also be very simplified and markable - so teachers and students can draw on the globe's surface.

(Teachers are referred to the separately produced Teacher Checklist on Map and Globe Skills.)

1. A globe is a representation of the Earth we live on.

2. Any globe that can be made is very much smaller than the Earth we live on.

3. A globe is a round sphere because the Earth is a round sphere.

4. Although the globe is stationary unless moved by someone, the Earth is actually in motion.

   a. A globe, to really represent the earth in motion, would have to be revolving on its polar axis from west to east.

   b. It would move through the air in an oval path.

5. Most of the globes we see and use represent our Earth, but globes can also be made to represent other planets, or the moon, or the sun.

6. A person looking at a globe cannot see the entire globe at any one time.

   a. Actually, about one-half of the globe (somewhat less than one-half) can be seen at one time.

b. In the same way, the sun can only "see" about one-half of Earth - so there is daylight on one half of Earth, night time on the other half.

c. To see the entire globe, the student must turn the globe and see it in sections.

7. The surface of earth contains a great variety of things.

   a. Rivers, mountains, and oceans are on Earth's surface.

   b. Rivers, mountains, and oceans can also be seen (symbolized) on an earth globe.

UNIT IV - LEARNING ABOUT CHILDREN IN OTHER LANDS

The purpose here is to help children develop or reinforce the idea of human variety and diversity. Diversity is not bad; rather it is something that exists and must be acknowledged and accepted.

Remember this is a readiness program. The purpose is not to teach factual data about children, homes, etc.

The best teaching (learning) materials are pictures (film strips, slides, colored posters). Many sets of such pictures are available commercially, or the teacher can use pictures taken from magazines. Field Enterprises has a new and comprehensive multi-media set very useful with young children.

The outline below is based on "Children in Other Lands," a Kindergarten (Volume II) product of the Greater Cleveland Social Science Program, now available through Allyn and Bacon.

1. Children differ in physical appearance: skin color, hair, etc.

2. Children differ in clothes.

3. Children differ in their homes.

4. Children differ in their toys and pets.

5. Children differ in their food.

6. Children differ in the natural habitats they live in.

7. Children differ in the songs they sing and in their dances.

GRADE ONE SOCIAL STUDIES

RATIONALE:

1. The three-year social studies sequence (kindergarten, grade one, and grade two) comprise a unit of study. The overall goal is to compare and contrast the family in a number of dissimilar places and cultures in order that (1) children may better orient themselves as members of their own families, and (2) children may gain insight into important and basic concepts, generalizations, and understandings taken from geography, economics, education, and political science.

2. If the first grade child has not had kindergarten experience, then the course of study developed for kindergarten should become the first part of grade one social studies.

3. It is believed that most, and perhaps all, first graders can learn what is set forth in this outline. However, teachers may decide to omit or de-emphasize one of the two cultures. Also, teachers should feel free to set up or encourage learning situations which are not specifically set forth in this program but which seem important to the teachers and children--for example, the traditional celebration of Washington's birthday or other national holidays. Finally, the children should be given time and opportunity to explore their own interests--even if this exploration strays far from the course.

4. This program should not be very time-consuming. As a

rough estimate, an average of 15-20 minutes per school day should be sufficient for this social studies program. Teachers may decide to spend an hour on social studies during some days, while omitting this subject area on other days. Furthermore, the teachers may decide to concentrate on social studies during the second half of the year, after children have adjusted to school life and after development of basic reading skills.

5. At the first grade level, the learning experiences for social studies should come largely through pictures, movies, film strips, records and tapes, discussion, role-playing, and by teacher reading rather than relying on the students' reading abilities.

A NOTE TO THE TEACHER

WHY TEACH ABOUT THE FAMILY ?
(A longer rationale has been separately produced.)

1. Because the young child is learning to cope with the realities and complexities of his life. A major part of his life is his family. It seems very important that children, working in school as members of peer groups under teacher supervision and guidance, should be given ample opportunity to compare their own family situations with other family situations. The result, hopefully, should be an increased and more healthy self-identity.

2. Because the family, as THE basic social unit for all peoples, demonstrates in small scale most of the functions, organizations, and problems of larger social units. For example, the family is an ECONOMIC unit. The ECONOMIC

truths and problems which are understood through a study of the family can be applied to a later study of the village, nation, and other social groupings.

3. Because a great wealth of learning materials on the family has been produced for young children. Most commercial textbooks written for primary grades contain pictures and other resources on the family. Excellent film strips, picture portfolios and other visual aids are readily available. Also, of course, the children's own families are a readily accessible storehouse of information. The family is a subject about which young children can talk with some authority.

WHAT SHOULD BE TAUGHT ABOUT THE FAMILY?

The family, as THE basic social unit, has many dimensions. This program of study suggests that three basic dimensions of the family should be heavily emphasized. (1) The family as an economic unit; (2) the family as a place where young children receive much of their education; and (3) the family as a political unit where powers and obligations are carefully divided among family members. The teacher and the children may want to identify and study other dimensions.

WHY STUDY THE FAMILY BY COMPARING DISSIMILAR PEOPLES?

1. Children "know" their own families and may know about the families living near them. This is good, since this knowledge is a valuable base for discussion and understanding. Yet, to know a great deal about one particular

family, or about one particular type of family, does not mean that children can achieve a meaningful and objective understanding of the importance of families in general. Children need more data about other families, and about families different enough to arouse interest and discussion.

2. Therefore, the children are asked to compare their own families (the families of their own direct experience) with the families of the Eskimo and the Hopi.

3. During study of the Eskimo and Hopi families, much geographic understanding can be learned. The Eskimos inhabit the Far North, where cold weather strongly influences all human activities. The Hopi live in a hot semi-desert area of the southwestern United States.

A SUGGESTED SEQUENCE FOR GRADE ONE

I. The Hopi Family

a. The place where the Hopi live. (Geography)
b. How the Hopi make a living. (Economics)
c. How the Hopi educate their young. (Education)
d. How the Hopi decide on duties and responsibilities of family members. (Government)

II. A short and separate unit on map and globe skills. (See separate booklet on map and globe skills.)

III. Our Family
a. Where does our family live? (Geography)
b. How our family makes a living. (Economics)
c. How our family educates its children. (Education)
d. How our family decides who has certain duties and responsibilities. (Government)

IV. In What Important Ways Does Our Family Differ From
h The Hopi Family? In What Important Ways Are They Alike?
a. In geographical site
b. Economically
c. Educationally
d. In allocating duties and responsibilities

V. A Separate Unit on Map and Globe Skills
(See separate booklet on map and globe skills)

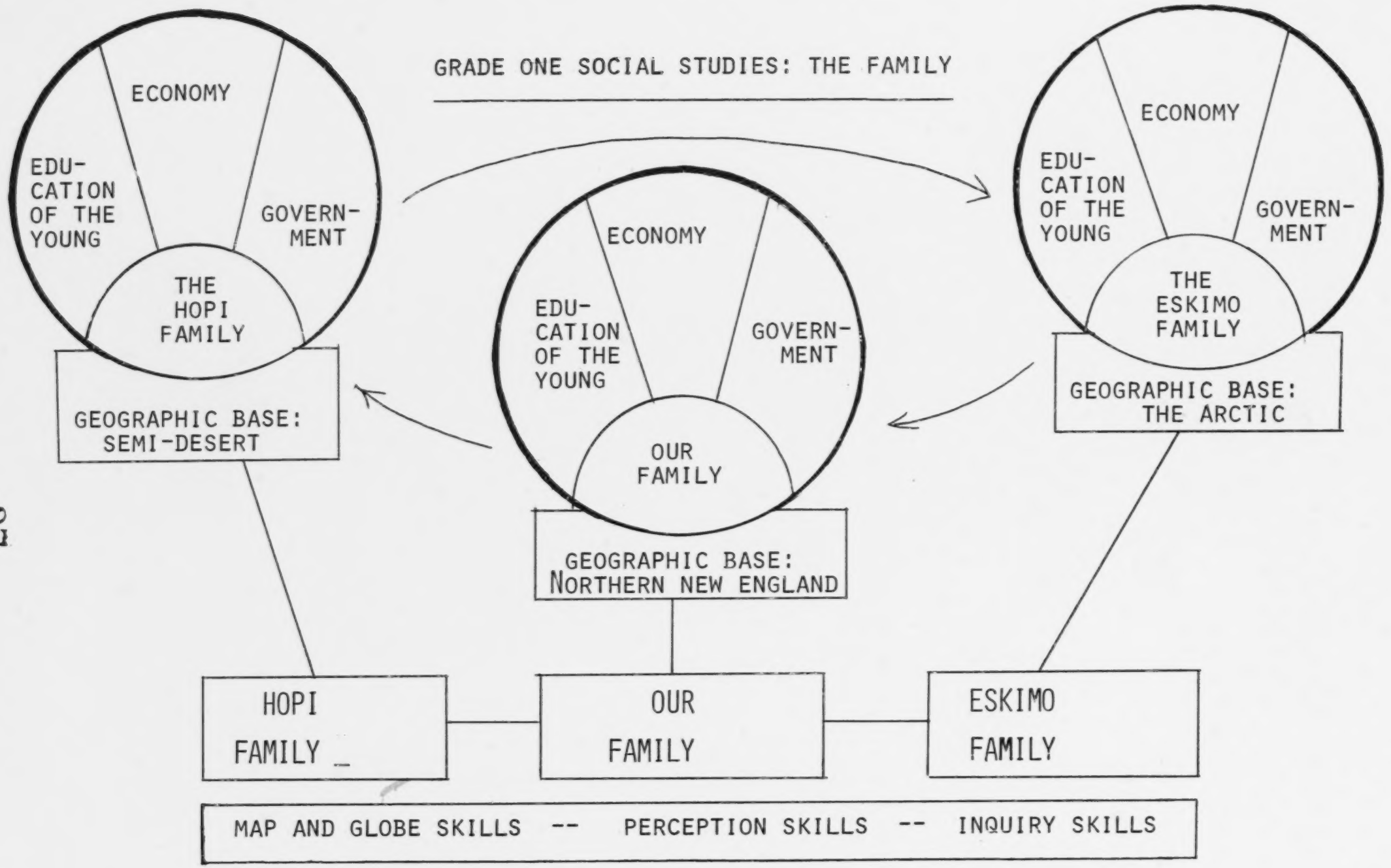
VI. The Eskimo Family

a. The place where the Eskimos live. (Geography)
b. How the Eskimos make a living. (Economics)
c. How they educate their children.(Education)
d. How they decide who does what.(Government)

VII. In What Important Ways Does the Hopi Family Differ from Our Family, and from the Eskimo Family? In What Important Ways are these Families Alike?

a. In relation to the place where they live. (Geography)
b. Economically (Economics)
c. In educating children (Education)
d. In deciding who has certain duties and responsibilities ((Government)

GRADE ONE SOCIAL STUDIES: THE FAMILY



THE QUESTIONS:

(1) WHERE DOES THE FAMILY LIVE? (GEOGRAPHY)
(2) HOW DOES THE FAMILY MAKE A LIVING? (ECONOMICS)
(3) HOW ARE THE CHILDREN EDUCATED? (EDUCATION)
(4) WHO DECIDES UPON DUTIES & RESPONSIBILITIES? (GOVERNMENT)
(5) WHO ARE THE MEMBERS OF THE FAMILY? (SOCIOLOGY)

GRADE TWO SOCIAL STUDIES

RATIONALE:

1. The three-year social studies sequence (kindergarten, grade one, grade two) comprise a unit of study. The overall goal is to compare and contrast the family in a number of different cultures. The children should, as a result of the study of the family, (1) be better able to orient themselves within their own families, (2) understand more objectively and fully the purpose and complexities of social groups, and (3) gain insight into basic concepts, understanding, generalizations of geography, economics, education, and political science.

2. This grade two social studies program outlines a common learning experience for all second grade children. It is believed that most, and perhaps all, second graders can learn listed concepts and generalizations. However, teachers should feel free to establish and encourage learning situations which are not directly prescribed here. For example, this program of studies does not provide for celebration of national holidays --though such celebration may be considerd important in the total learning of young children. As a second example, this program makes no provision for learning about events and issues of the present day - though teachers have an obvious obligation to help children keep up with the news of the day.

3. This second grade program reviews and expands upon basic concepts, generalizations, and skills learned in kindergarten and grade one. It also adds a very limited number of new and more complex concepts, generalizations and skills.

4. This program should not demand much time during the school day. As a rough estimate, approximately 20 minutes should, as an average, be allocated to development of this social studies program. However, social studies need not be taught each day for the same number of minutes. Teachers may decide to spend one hour on social studies on some days, while omitting the subject entirely on other days.

5. Each teacher should decide on the methods to be used to ensure maximum understanding of the concepts, generalizations and skills. However, it is assumed that individual children must be given opportunity to learn through discovery -by pursuing special interests through their own methods. Each child is an individual, and special talents and limitations must be diagnosed and honored.

6. At the second grade level, most children should learn social studies, in part, by reading books. However, reading ability should not be a prerequisite for social studies learning. A wide variety of resources and experiences should be used: pictures, filmstrips, records and tapes, visits, socio-dramas, etc.

WHY STUDY ABOUT THE FAMILY?

(A longer rationale has been separately produced)

1. Because the young child must learn to cope more successfully with the realities and complexities of his or her own life. To the child, the family is by far the most immediate, most important, most rewarding, and most frustrating agency of society. It seems important that young children, working in school as members of peer groups and under the guidance of teachers, should be given ample opportunity to compare and contrast their own family situations with other family situations.

2. Because the family, as THE basic social unit of mankind, demonstrates in small scale most of the functions, organizations and problems of larger social groups. For example, the family is an economic unit. The economic concepts and generalizations understood by studying the family can be directly applied to later study of the larger social units, such as the village, the nation the world.

3. Because a great wealth of learning resources on the family are readily available. Most commercial textbooks for primary grade children contain chapters on the family. There are some excellent filmstrips, movies, slides, picture portfolios, and other visual and audial aids. Also, of course, the children know much about the family; it is a subject about which even young children can talk and think on the basis of experience.

WHAT SHOULD BE TAUGHT ABOUT THE FAMILY?

The family, as THE basic social unit, has many dimensions. This second grade prgoram proposes concentration on THREE dimensions: (1) the family as an economic unit; (2) the family as the place where young children receive most of their early education; and (3) the family as a collection of individuals who divide powers, duties, and responsibilities for the good of all. Teachers and students may, of course, want to identify and study other dimensions of family life.

WHY COMPARE AND CONTRAST DISSIMILAR TYPES OF FAMILIES?

1. Children "know" their own families (and those of their playmates) and may have problems realizing that, while all families provide for certain universal functions, the actual methods used differ widely among peoples of the world. To understand the universality and importance of the family as THE basic social unit, children need more data that what can be provided by living in their own families - and this data must offer sufficient diversity and contrast to arouse interest, thinking, and discussion.

2. An important by-product of studying families in other parts of the world is opportunity to learn about the physical geographic environment of these families - and therefore to learn much about the skills of reading and making maps and globes, and about the many elements of the earth's surface and atmosphere.

A SUGGESTED SEQUENCE FOR GRADE TWO:

1. The family of the Australian Aborigine
   a. The place where they live (Geography)
   b. How they make a living (Economics)
   c. How they educate children (Education)
   d. How they divide functions (Government)

2. A separate and short unit on map and globe skills (optional)

3. Our family
   a. Where does our family live? (Geography)
   b. How does our family make a living? (Economics)
   c. How does our family educate its children? (Education)
   d. How does our family decide who has certain duties and responsibilities? (Government, Sociology)

4. In what important ways is the Aborigine family different from, and similar to, "our" family?
   a. In location on earth's surface. (Geography)
   b. Economically (Economics)
   c. Educationally (Education)
   d. In allocating duties and responsiblities (Gov.)

5. A separate unit on map and globe skills

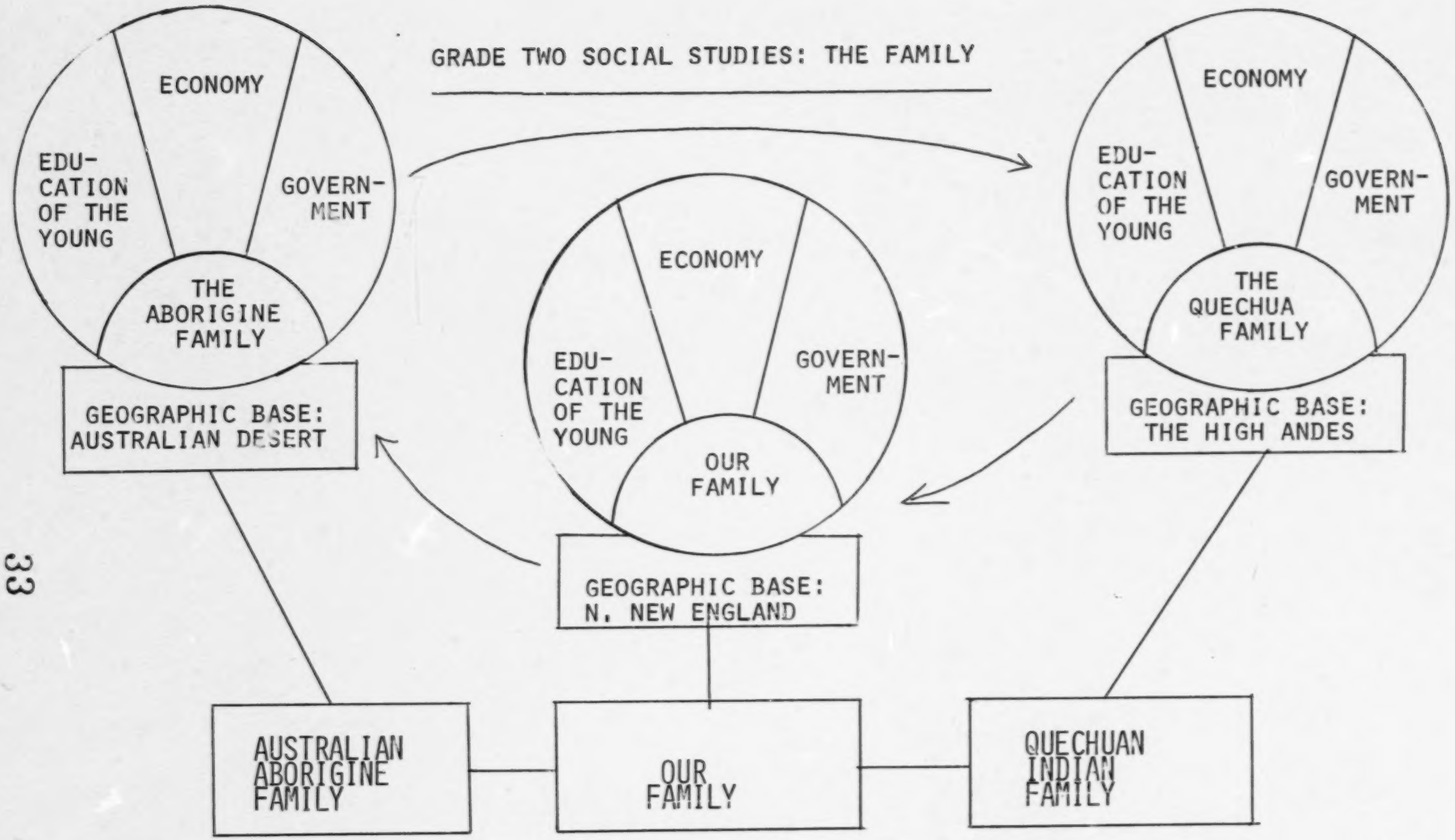
6. The family of the Quechua of the High Andes of South America.
   a. The place where they live (Geography)
   b. How they make a living. (Economics)
   c. How they educate their young (Education)
   d. How they divide functions (Government)

7. In what important ways does the Quechua family differ from the Aborigine family, and from our family?

   In what important ways are the three families alike?

   a. In relation to where they live -on the earth's surface, in climate, etc.
   b. Economically
   c. In educating young children
   d. In deciding what duties and responsibilities belong to different members of the family.

GRADE TWO SOCIAL STUDIES: THE FAMILY



THE QUESTIONS:

(1)	WHERE DOES THE FAMILY LIVE?	(GEOGRAPHY)
(2)	HOW DOES THE FAMILY MAKE A LIVING?	(ECONOMICS)
(3)	HOW ARE THE CHILDREN EDUCATED?	(EDUCATION)
(4)	WHO DECIDES UPON DUTIES AND RESPONSIBILITIES?	(GOVERNMENT)
(5)	WHO ARE THE MEMBERS OF THE FAMILY?	(SOCIOLOGY)

GRADE THREE SOCIAL STUDIES

RATIONALE:

1. This third grade program builds upon and extends what has been learned in grades kindergarten, one and two.

In the earlier primary grades (K - 2), the focus was upon the family. Five different families were compared and contrasted: the Hopi family, the Eskimo family, the Australian Aborigine family, the Quechua family, and the family of the children's own experience.

In grade three, the focus shifts to the larger social group, the village or settlement. The village is a small population, composed of a limited number of families. Many of the families in a village are related,either directly or through marriage. The people in a village feel a strong sense of indentification with the village and with its other inhabitants. The village provides certain functions in addition to those provided by the family.

The villages selected as case studies for grade three are all farming villages: the Algonkin Indians of New England during the 17th century; pioneer New England colonists just before and after the American Revolution; the Ibo tribe of eastern Nigeria.

These three peoples were selected for several reasons. One major reason is geographical: a study of the Ibo may be extended to investigate major geographic features of all of Africa (and a study of the black Africans); a study of the Algonkins and New England pioneers permits explora-

tion of the geography of the northeastern United States - the area in which the children live.

A second important reason for selecting these three cultures is that they represent three somewhat different types of farming villages. The Algonkin Indians relied heavily on their gardens but also did much hunting for wild game and gathering of wild vegetation and seafood. The New England pioneers had domesticated animals as well as gardens. The African Ibo organized an extensive network of markets as a method of distributing their garden produce.

2. This third grade course attempts for the first time in the K-6 sequence, to handle the difficult but all-important ideas that (1) any culture is constantly changing within itself, (2) contact between two peoples forces changes in both, and (3) any significant change within a culture causes other changes. In this grade level, the children should be asked to analyze cultures and culture change by asking themselves the questions: Why did this happen?and What were the consequences?

A SUGGESTED SEQUENCE FOR GRADE THREE:

1. Village life among the Ibo of western Africa.

   a. Where is western Africa located? (Geography)
   b. How do the people of the villages make a living? (Economics)
   c. How do the people of the village provide for the education of young children? (Education)
   d. What is the system of political control? (Gov.)
   e. How is social status determined in the village? (Sociology)
   f. In what major ways is the western African village being changed in recent years?

2. A separate unit on map and globe skills - and on elements of physical geography (see separate booklet on map and globe skills).

3. Village life among the Algonkin Indians in the 17th century.

   a. Where did these Indians live? (Geography)
   b. How did they make a living? (Economics)
   c. How did they educate their children? (Education)
   d. What was their system of political control? (Gov.)
   e. What was their system of providing social status? (Sociology)
   f. What major changes were brought about as a result of contact with white settlers? (History)

4. In what major ways were the village lives of western Africa and of the eastern woodland Indians similar --and different?
   a. In terms of geographic setting?
   b. Economically
   c. In education of the young?
   d. Politically?
   e. In determining social status?
   f. In effects of outside influences?

5. A separate unit on map and globe skills, and on elements of physical geography

6. Village life among the New England pioneers late in the 18th century.

   a. What was the geographic situation of these pioneers? (Geography)
   b. How did they make a living? (Economics)
   c. How did they educate their young? (Education)
   d. What kind of political system was used? (Government)
   e. How did the New England pioneer village handle allocation of social status? (Sociology)
   f. In what major ways was a pioneer village different from the longer established villages along the seacoast? (History)

7. In what major ways did the New England pioneer village differ from the village of the eastern woodland Indians? In what ways did they resemble each other?

   a. In establishing their geographic location? (Geog.)
   b. In making a living? (Economics)
   c. In educating their young children? (Education)
   d. In their political system? (Government)
   e. In their methods of providing social status? (Sociology)
   f. In handling the problems of change? (History)

8. A separate unit on map and globe skills, and on elements of physical geography.

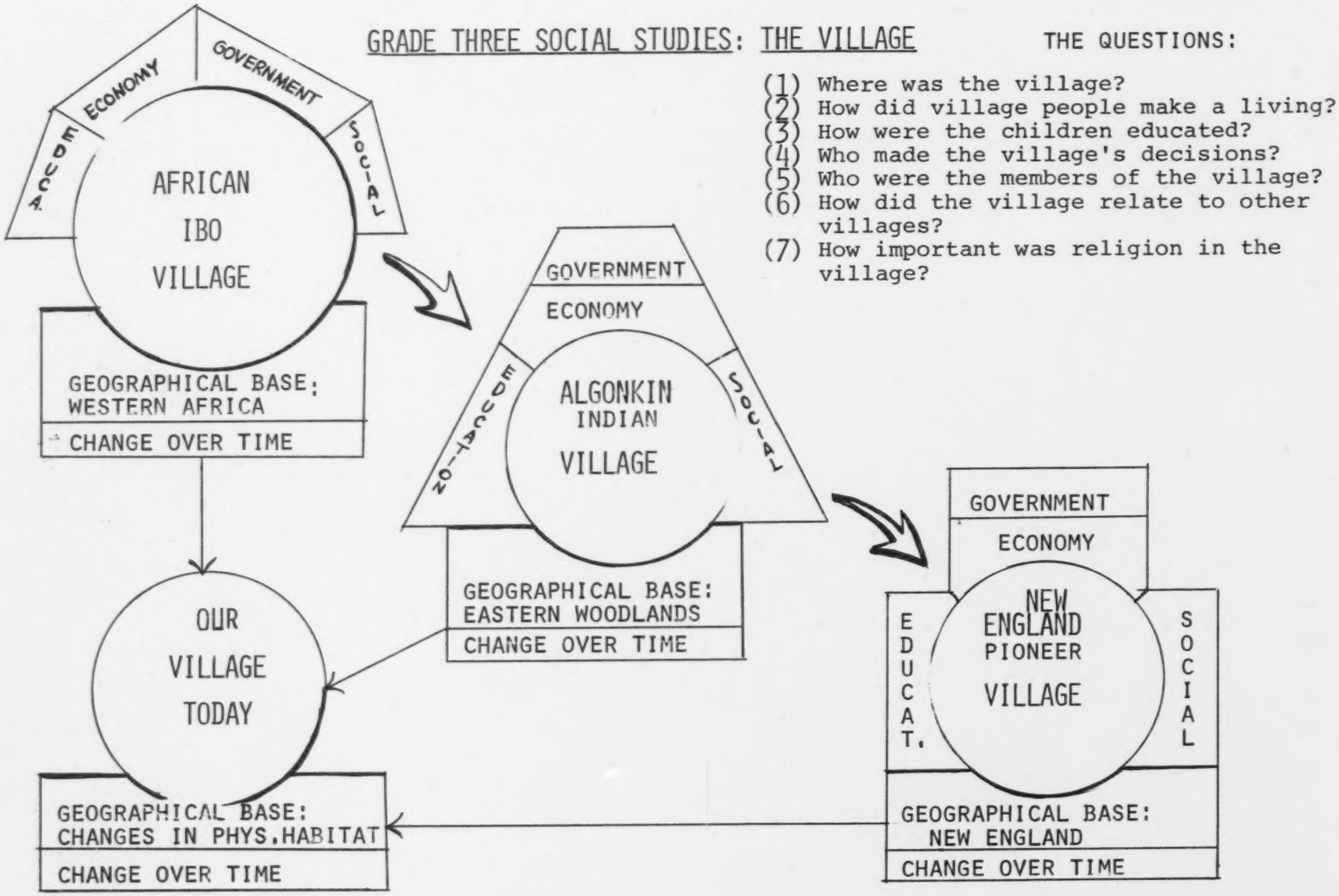
9. Summarizing unit of the family and the village

    a. In what major ways was the village an extension of the family?
    b. What goods and services were provided by the village better than the family?
    c. Did the village have harmful or beneficial effects upon the family?

10. Summarizing unit on village life

    a. Economically
    b. Educationally
    c. Politically
    d. In providing social status
    e. As an agency of change over time.

GRADE THREE SOCIAL STUDIES: THE VILLAGE



THE QUESTIONS:

(1) Where was the village?
(2) How did village people make a living?
(3) How were the children educated?
(4) Who made the village's decisions?
(5) Who were the members of the village?
(6) How did the village relate to other villages?
(7) How important was religion in the village?

MAP AND GLOBE SKILLS	PERCEPTION SKILLS	STUDY & RESEARCH	CRITICAL THINKING

GRADE FOUR SOCIAL STUDIES

RATIONALE

Grade four is the culminating year of a K-4 (or 1-4) sequence which (1) compares and contrasts a number of dissimilar peoples for the purpose of (2) gaining increased student expertness in the use of major concepts, generalizations, attitudes, and skills based on the social science disciplines of geography, economics, sociology, political science, education, anthropology, and history.

1. The two cultures suggested for intensive study in grade four are India and Japan. In contrast to the peoples studied in grades 1-3, India and Japan are very complex case studies; with large populations, long histories, many institutions, great diversities, and modern record of profound cultural change.

2. The studies of India and Japan focus upon the village as a basic and rapidly changing social unit. These are farming villages, but of a much more complex nature than the farming villages of grade three. For example, Indian Japanese villages are strongly influenced by nearby cities and industrialization; these villages also are subservient in many ways to strong central governments.

3. This fourth grade course reviews and further expands upon the basic concepts, generalizations, attitudes, and skills developed in earlier grades. In addition, fourth grade adds concepts and generalizations adapted from anthropology and history, and a limited study of Oriental religions.

4. The study of India and Japan should be extended to a general geographic explanation of all of Asia, and of the geographic relations between Asia and the other continents of Earth.

Further, students should be provided ample time and opportunity to further develop map and globe skills and to add to their understanding of the meaning and interrelation of many elements of physical geography, e.g. climate and rainfall, landforms, wild life, etc. By the end of the fourth grade most students should have achieved a high level of competence in handling basic terms and ideas of the physical geographer and cartographer.

5. Since only two cultures are studied during the year, students should be able to master what is suggested in this outline and also to spend considerable time in researching into their own individual interests.

6. One major purpose for studying India and Japan is to provide insight into the United States. The ways of life of these two Asiatic countries are strikingly different, in many ways, from the American way of life--students will surely note and comment upon many of the differences. The task of the teacher is to encourage these comments and guide them into open-ended analysis.

7. A great wealth of valuable resources are readily available for teacher and student use; not only textbooks, but also films and film strips, records and tapes, pictures, and realia. Children's interest and learning can be stimulated by art work, role-playing, and simulation

games. The best way to "teach" about India and Japan is to provide a great variety of media and learning experiences.

SUGGESTED OUTLINE:

I. A brief unit to review map and globe skills, and physical geography.

II. The villages of India

1. Where are they located? (geography)
2. How do the people make a living (economics)
3. How are the young people educated? (education)
4. What persons have the power to make decisions? (government-sociology)
5. What is the importance of religion? (religion)
6. How greatly has village life changed in recent years? (history-anthropology)

III. A brief unit on the physical and political geography of India and of south Asia.

IV. Major similarities and differences between the way of life in Indian villages and the way of life in towns and small cities of northern New England.

1. Geographically
2. Economically
3. Educationally
4. In government and social classes
5. In religion
6. In amount and kind of recent change

V. A separate unit (as needed) on map and globe skills and on additional elements and understandings in physical geography.

VI. The villages of Japan

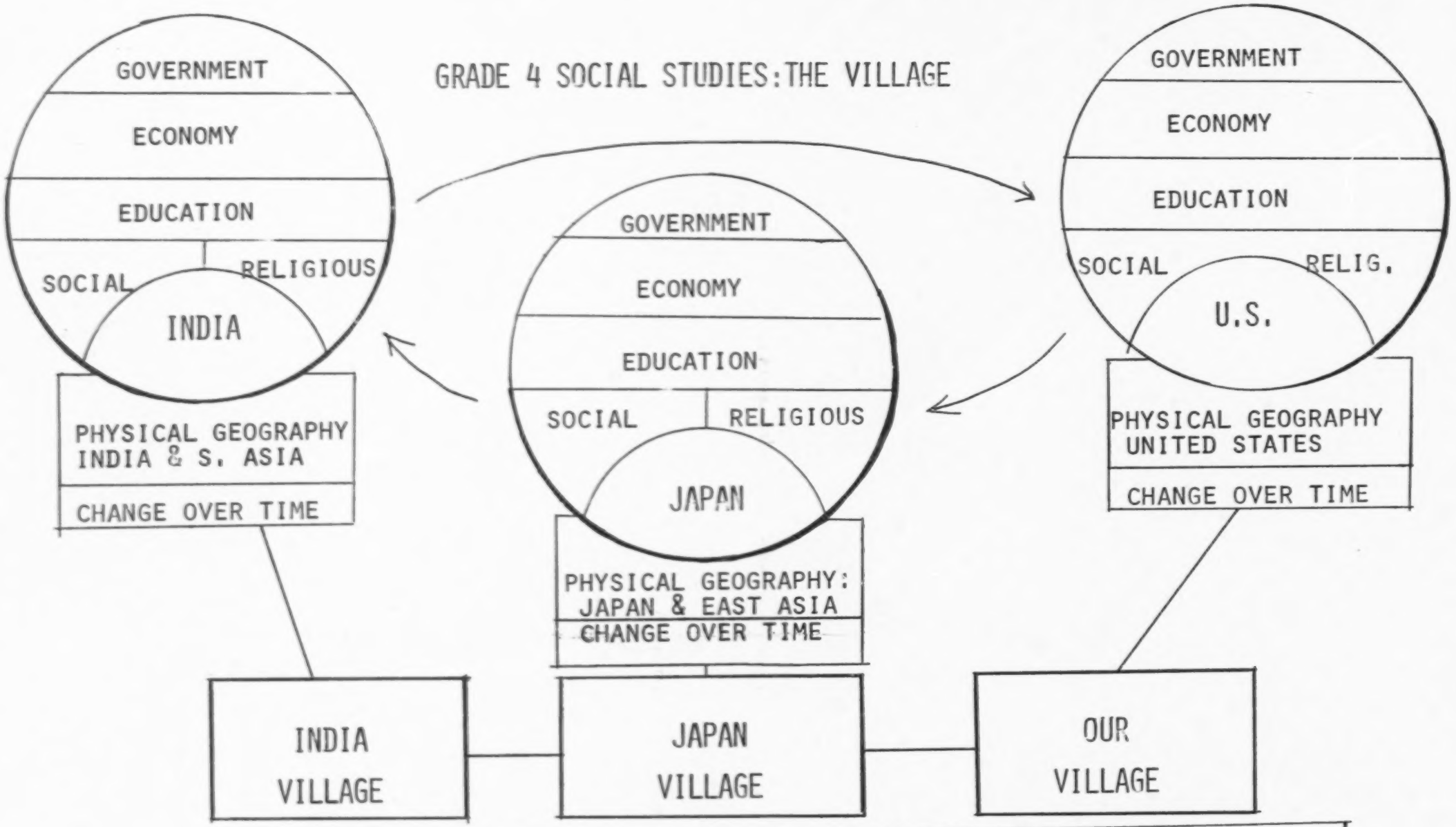
1. Where are they located? (geography)
2. How do the people make a living (economics)
3. How are the young people educated? (education)
4. What persons have the power to make decisions? (government-sociology)
5. What is the importance of religion? (religion)
6. How greatly has village life changed in recent years? (history-anthropology)

VII. A brief unit on the physical and political geography of east and southeast Asia.

VIII. Summary-evaluation unit: comparison and contrast between India and Japan.

1. In physical geographic factors
2. In economic system
3. In education
4. In government and in social structure
5. In religion
6. In effects made by recent changes

GRADE 4 SOCIAL STUDIES: THE VILLAGE



THE QUESTIONS:

(1)	WHO LIVES IN THE CITIES AND NATIONS?	(SOCIOLOGY)
(2)	WHAT IS THE EFFECT OF PHYSICAL GEOGRAPHY?	(GEOGRAPHY)
(3)	HOW DO THE PEOPLE MAKE A LIVING?	(ECONOMICS)
(4)	HOW ARE THE CHILDREN EDUCATED?	(EDUCATION)
(5)	WHAT PERSONS MAKE POLITICAL DECISIONS?	(GOVERNMENT)
(6)	HOW IMPORTANT IS RELIGION?	(RELIGION)
(7)	WHAT HAVE BEEN THE MAJOR CHANGES IN RECENT YEARS?	(HISTORY)

GRADE FIVE SOCIAL STUDIES

The basic purpose of grade five is to give the children an opportunity to inquire into three basic questions:

1. What does it mean to be a human being?
2. What does it mean to be a civilized human being?
3. What does it mean to be a good human being?

The separate study units of the fifth grade course have been selected to supply students with perceptions, ideas, and data which will help them inquire into these three questions.

1. PREHISTORIC MAN--MAN FROM HIS FIRST APPEARANCE ON EARTH SOME TWO OR THREE MILIONS OF YEARS AGO TO APPROXIMATELY 10,000 B.C.

A study of early man helps to answer the question: what does it mean to be a human being? In what important ways is man similar to, and different from, other animals? In what important physical and cultural ways has man changed over the many millenia of his existence on earth? What can we learn about us (modern man) from a study of our long distant ancestors?

2. THE DEVELOPMENT OF CIVILIZATION IN THE MIDDLE EAST FROM APPROXIMATELY 10,000 B.C. TO 3,000 B.C.

a. Historians and anthropologists generally agree that civilized man first appeared approximately 10,000-15,000 years ago. One way to attack the question "What does it mean to be a civilized man" is to investigate what happened when man changed from traditional hunter-gatherer

patterns to what we label civilization. Why did this change occur? What had to happen to man (physically or culturally) before he made this giant step into civilization? What happened to man as a result of civilization? What were the advantages, and disadvantages, of being civilized?

b. Teachers and students may want to enrich this subject area by exploring development of civilization in places other than the Middle East--Mexico, India, and China.

3. THE EXPERIMENT OF THE ANCIENT GREEKS

Civilization brought on enormous problems which had to be handled by historic man, often with great difficulties, always with results which were both good and bad. The ancient Greeks (particularly the Greeks of the Golden Age of Athens) attempted a "whole experiment"--to define what a good man and a good nation should be and do.

4. ANCIENT ROME

The Romans knew about and respected the answers given by the Greeks. But the Romans developed their own definition of what it means to be a good man and their definition is an integral part of our "Western Heritage".

5. THE EUROPE OF THE RENAISSANCE AND OF EXPLORATION

The Europeans of the 15th and 16th centuries found still another definition of the good men and good life.

RATIONALE

1. These three basic questions are as difficult as they are important. No one should anticipate that the fifth grade youngsters (or their teachers) will come up with THE answers by the final day of the school year.

The year's work is successful if the children discover and understand that:

a) These are very legitimate questions which must be asked over and over again, by each person throughout his life, and by all peoples and nations.

b) These are very difficult questions to which there can be no certain and unquestioned answers.

c) Inquiry into these questions is plagued, and often made impossible, by a host of misconceptions, untruths, unquestioned assumptions.

d) Some of the answers which have been given in the past (as well as today) are worth knowing about--because they are so obviously wrong and dangerous or because they contain at least part of the truth.

2. Can we seriously expect 11 or 12 year old children to cope with questions of such magnitude and complexity?

a) One response is that fifth graders already <u>know</u> the answers, even though they probably don't know the questions and can't put the questions into words. (Children's answers often show up clearly in their paintings or in their routine daily behavior.)

Perhaps this fifth grade course should start off with a pre-test. How would the children define man? Perhaps by man's large brain? (though whales have a larger brain and some of our feeble-minded children are conspicuous by their disproportionately large braincases). How would the fifth grade child define civilization? In terms of automobiles (which cause pollution)?

Children give these kinds of answers because they have picked them up uncritically and by imitation--from their parents' actions and words, through TV, in playing with other children--from many, many sources.

b) Which leads to a second response, that what children already know as "answers" to the big questions are booby-trapped with a jumble of half-truths, lies, misconceptions, ambiguous definitions, ignorances, etc. The fifth grade child is still sufficiently plastic and responsive to teacher influence so that some of these distortions can be recognized for what they are, weeded out, counteracted. But the older child, even in junior high grades, is increasingly locked into his own biases. Does the present unrest among adolescents prove that the schools have too long ignored and postponed asking the hard questions?

c) One way to visualize this fifth grade course is in terms of skills and attitudes. The desired outcome is a child who has developed a habitual skepticism about easy and pat answers, who is more aware of some of his own

limitations and potentials as a human being and as an individual and who is healthily committed to the long and frustrating search for better answers.

d) The study units of the fifth grade course can be visualized as "case studies". The history of Ancient Greece is valuable and interesting in itself but it is used in the fifth grade course largely as a case study of a people trying (sometimes succeeding and sometimes failing) to define what is meant by "the good life".

The case studies (lesson units) are selected from the history of western civilization, in large part because of the availability of excellent resources. However, the teacher may choose to use non-Western cultures and countries as case studies--as long as the choices graphically illustrate the human effort to define and discover the good and civilized life.

Many case studies could be used for the purposes of the course. The strong recommendation is that the class as a whole attempt only a relatively few, no more than five or six. Individual students, or small groups, should be encouraged to explore additional case studies.

e) Anthropology is the basic discipline for the lesson units on prehistoric man and on the emergence of civilization. Many excellent books and other resources are available for student and teacher reference. The discipline of history is most useful for the study of historic nations and peoples although there should be

effort to review economic, sociological, and government concepts and attitudes.

f) Students should be expected to learn the names, dates, and events of major importance in the study units: Caesar, Socrates, Columbus. Biographical history is a valuable tool for many fifth graders.

However, this course will fail miserably if (1) the course attempts to cover the broad and long sweep of Western civilization, or if (2) the students are forced to learn a great mass of factual information.

On the contrary, the course should posthole leisurely and at depth in a very few time-space periods; the purpose of the course is to help students develop skills, attitudes and concepts, rather than to memorize the "facts".

g) Many excellent books of great usefulness to this course have been published. However, success should not be determined (or strongly affected) by a child's ability to read. A multi-media approach (movies, slides, film-strips, records, and artifacts) is not a supplement to the textbook but a basic learning strategy that involves all of the child's learning senses (including the ability to read). As often as possible, children should learn by doing, as individuals as well as in small groups or the total class. Charts, diagrams, and pictures are a favored activity at this age. Plays or other role-playing situations can be written and acted out by the students or the teacher. Outside experts may be invited into the classroom as consultant, or to enliven the study.

h) One major purpose of the course is to further develop in the children the kind of habitual and healthy skepticism necessary to guard against indoctrination, falsehoods, or the easy acceptance of unchallenged assumptions. Books are to be criticized as well as read. A questioning and skeptical life style cannot develop or flourish in a doctrinaire or autocratic classroom climate.

SUGGESTED SEQUENCE FOR THE ORIGIN AND DEVELOPMENT OF MAN

1. THE ORIGIN OF PREHISTORIC MAN
2. LATE STONE AGE MAN:25,000-10,000 B.C. (optional)
3. MAN LEARNS TO DOMESTICATE PLANTS AND ANIMALS: THE BEGINNINGS OF CIVILIZATION
4. THE EGYPTIAN EXPERIMENT: SETTLED AGRICULTURE ON A LARGE SCALE (optional)
5. THE GREECE OF PERICLES
6. THE ROME OF CAESAR AND AUGUSTUS
7. LIFE IN MEDIEVAL EUROPEAN TOWNS AND MANORS (optional)
8. THE RENAISSANCE AND THE AGE OF EXPLORATION

GRADE SIX
UNITED STATES HISTORY

This sixth grade course is designed to replace, in whole or in large part, the U.S. history and geography conventionally taught in grades 4, 5, and 8.

WHY EMPHASIZE U.S. HISTORY IN GRADE 6? Because younger children have not developed the sense of time and chronological raltion necessary to understand the "lessons" of history. Because eighth grade children are too often turned off by what they consider the irrelevance of the past.

WHAT KIND OF U.S. HISTORY SHOULD BE PRESENTED TO 6TH GRADERS? Each teacher will have to assess the needs and interests of his or her classes. However, it is suggested that most children of this age and grade level will profit from a blend of several approaches: (1) a factual approach that asks children to learn about the great men and events of our American heritage; (2) a biographical approach that helps today's children relive the problems, failures, and successes of yesterday's Americans; and (3) a"main ideas" approach that stresses a selected few major themes that have run through many generations of the American experience.

HOW IMPORTANT ARE THE FACTS OF AMERICAN HISTORY? One authority has estimated that all Americans should know 25 factual details; that many Americans will know 50 facts, but only historians (and teachers of history) are proud of knowing 100 facts. Of course, children should recognize the names of great Americans such as Washington and Lincoln (but not

Garfield); 1776 and 1929; Gettysburg and Hiroshima. But no child should be forced to cram down the mass of historical data filling most history textbooks.

WHAT ARE THE "MAIN IDEAS" THAT DESERVE EMPHASIS IN GRADE 6? Certainly, they should be few in number and only six are suggested in this course outline. These six "main ideas" were selected, in part, because they include geographical history, economic history, political history, and the history of ideas.

SHOULD THE ENTIRE CHRONOLOGY OF AMERICAN HISTORY, FROM COLUMBUS TO NIXON, BE COVERED IN THE 6th GRADE? Probably yes. but only by postholing deeply in a relatively few periods of great importance. "Courage to omit" may mean indifference as to what happened between 1870-1900, or between 1700-1754.

HOW ABOUT THE STUDY OF AMERICAN GOVERNMENT? The development of the American Constitution is one of the greatest events (perhaps the greatest single event) in the history of the United States.

WHAT ARE THE BEST METHODS OF TEACHING U.S. HISTORY? One obvious answer is that children learn (or do not learn) history, and the job of the teacher is to guide and advise, rather than force-feed. How do 6th graders best learn? By getting involved, personally, in role-playing and simulation; by watching films and listening to music; by identifying, through biographies, with Americans of the past; by studying the grand sweep of American history on the smaller stage of what has happened in New Hampshire and Vermont and in the childrens' home towns. A treasure house of resources are available to teachers and students, and no rooms within the house should be off-bounds or belittled.

THE MAIN IDEAS .....

to be developed spirally during the school year

Main Idea I — Many different groups have contributed to the American way of life.

Main Idea II — The United States is a large country rich with many and varied natural resources.

Main Idea III — The Government of the United States is based on a democratic ideal. The history of the United States is a record of continuing effort to increase political opportunity and equality for all.

Main Idea IV — The United States has been a "Promised Land", a place where all good things seemed possible. Americans have felt a strong mission to create a better life for themselves and their children and to extend the American way of life to others.

Main Idea V — America has demonstrated increased ability to produce great supplies of goods and services--through technology, new ways of using resources, and by invention.

Main Idea VI — America has been a land of economic opportunity where most people have been able to maintain and increase their standard of living.

CHRONOLOGICAL PERIOD:

THE COLONIAL ADVENTURE, COLUMBUS TO 1776

MAIN IDEA I -- MANY DIFFERENT GROUPS HAVE CONTRIBUTED TO THE AMERICAN WAY OF LIFE.

MAIN IDEA II -- THE UNITED STATES IS A LARGE COUNTRY RICH WITH MANY AND VARIED NATURAL RESOURCES.

CHRONOLOGICAL PERIOD:

REBELLION, REVOLUTION, AND INDEPENDENCE 1776-1789

MAIN IDEA III -- THE GOVERNMENT OF THE UNITED STATES IS BASED ON A DEMOCRATIC IDEAL. THE HISTORY OF THE UNITED STATES IS A RECORD OF CONTINUING EFFORT TO INCREASE POLITICAL OPPORTUNITY AND EQUALITY FOR ALL.

MAIN IDEA IV -- THE UNITED STATES HAS BEEN A "PROMISED LAND", A PLACE WHERE ALL GOOD THINGS SEEMED POSSIBLE. AMERICANS HAVE FELT A STRONG MISSION TO CREATE A BETTER LIFE FOR THEMSELVES AND THEIR CHILDREN, AND TO EXTEND THE AMERICAN WAY OF LIFE TO OTHERS.

CHRONOLOGICAL PERIOD:

THE NEW NATION BUILDS MUSCLES, 1800-1860

MAIN IDEA V -- AMERICA HAS DEMONSTRATED INCREASED ABILITY TO PRODUCE GREAT SUPPLIES OF GOODS AND SERVICES--THROUGH TECHNOLOGY, NEW WAYS OF USING RESOURCES, AND BY INVENTION.

MAIN IDEA VI -- AMERICA HAS BEEN A LAND OF ECONOMIC OPPORTUNITY WHERE MOST PEOPLE HAVE BEEN ABLE TO MAINTAIN AND INCREASE THEIR STANDARD OF LIVING.

MAIN IDEA I -- MANY DIFFERENT GROUPS HAVE CONTRIBUTED TO
(second round) THE AMERICAN WAY OF LIFE.
THE AMERICAN WAY OF LIFE
MAIN IDEA II -- THE UNITED STATES IS A LARGE COUNTRY RICH
(second round) WITH MANY AND VARIED NATURAL RESOURCES.

CHRONOLOGICAL PERIOD:

THE CIVIL WAR AND RECONSTRUCTION, 1865-1880

MAIN IDEA III -- THE GOVERNMENT OF THE UNITED STATES IS
(second round) BASED ON A DEMOCRATIC IDEAL. THE
HISTORY OF THE UNITED STATES IS A RECORD
OF CONTINUING EFFORT TO INCREASE POLITICAL
OPPORTUNITY AND EQUALITY FOR ALL.

CHRONOLOGICAL PERIOD:

AMERICA AROUND THE TURN OF THE CENTURY, 1900

MAIN IDEA V -- AMERICA HAS DEVELOPED INCREASED ABILITY TO
(second round) PRODUCE GREAT SUPPLIES OF GOODS AND SERVICES
--THROUGH TECHNOLOGY, NEW WAYS OF USING
RESOURCES, AND BY INVENTION.

MAIN IDEA II -- THE UNITED STATES IS A LARGE COUNTRY RICH
(third round) WITH MANY AND VARIED NATURAL RESOURCES.

MAIN IDEA III -- THE GOVERNMENT OF THE UNITED STATES IS
(third round) BASED ON A DEMOCRATIC IDEAL. THE HISTORY
OF THE UNITED STATES IS A RECORD OF
CONTINUING EFFORT TO INCREASE POLITICAL
OPPORTUNITY AND EQUALITY FOR ALL.

MAIN IDEA IV -- THE UNITED HAS BEEN A "PROMISED LAND", A
(second round) PLACE WHERE ALL GOOD THINGS SEEMED POSSIBLE.
AMERICANS HAVE FELT A STRONG MISSION TO
CREATE A BETTER LIFE FOR THEMSELVES AND
THEIR CHILDREN AND TO EXTEND THE AMERICAN
WAY OF LIFE TO OTHERS.

MAIN IDEA I -- MANY DIFFERENT GROUPS HAVE CONTRIBUTED TO
(third round) THE AMERICAN WAY OF LIFE.

CHRONOLOGICAL PERIOD:

DEPRESSION, DESPAIR, AND THE NEW DEAL

MAIN IDEA VI -- (second round) AMERICA HAS BEEN A LAND OF ECONOMIC OPPORTUNITY WHERE MOST PEOPLE HAVE BEEN ABLE TO MAINTAIN AND INCREASE THEIR STANDARD OF LIVING.

MAIN IDEA III -- (fourth round) THE GOVERNMENT OF THE UNITED STATES IS BASED ON A DEMOCRATIC IDEAL. THE HISTORY OF THE UNITED STATES IS A RECORD OF CONTINUING EFFORT TO INCREASE POLITICAL OPPORTUNITY AND EQUALITY FOR ALL.

CHRONOLOGICAL PERIOD:

CONTEMPORARY AMERICA

MAIN IDEA I -- (fourth round) MANY DIFFERENT GROUPS HAVE CONTRIBUTED TO THE AMERICAN WAY OF LIFE.

MAIN IDEA II -- (fourth round) THE UNITED STATES IS A LARGE COUNTRY RICH WITH MANY AND VARIED NATURAL RESOURCES.

MAIN IDEA III -- (fifth round) THE GOVERNMENT OF THE UNITED STATES IS BASED ON A DEMOCRATIC IDEAL. THE HISTORY OF THE UNITED STATES IS A RECORD OF CONTINUING EFFORT TO INCREASE POLITICAL OPPORTUNITY AND EQUALITY FOR ALL.

MAIN IDEA IV -- (third round) THE UNITED STATES HAS BEEN A "PROMISED LAND", A PLACE WHERE ALL GOOD THINGS SEEMED POSSIBLE. AMERICANS HAVE FELT A STRONG MISSION TO CREATE A BETTER LIFE FOR THEMSELVES AND THEIR CHILDREN, AND TO EXTEND THE AMERICAN WAY OF LIFE TO OTHERS.

MAIN IDEA V -- (third round) AMERICA HAS DEVELOPED INCREASED ABILITY TO PRODUCE GREAT SUPPLIES OF GOODS AND SERVICES--THROUGH TECHNOLOGY, NEW WAYS OF USING RESOURCES, AND BY INVENTION.

MAIN IDEA VI -- (third round) AMERICA HAS BEEN A LAND OF ECONOMIC OPPORTUNITY WHERE MOST PEOPLE HAVE BEEN ABLE TO MAINTAIN AND INCREASE THEIR STANDARD OF LIVING.